

EARLY CHILDHOOD EDUCATION

PRESCHOOL EDUCATION I - ED 101-3

Course Description: An introduction to preschool teaching methods and the role of the teacher in planning and implementing a creative learning environment to meet the psycho-social, motor and cognitive needs of the preschool child. Development of techniques and skill in the observing and recording of behavior is an ongoing activity begun in this section of the program.

Course Philosophy: This course is designed to help students develop an understanding of the interdependence of human relations and curriculum content, to help students internalize the concept of the "Whole" in the learning environment.

Course Goals:

1. To provide the student with a general knowledge of the role of the Ministry of Community and Social Services, and interpretation of the Day Nurseries Act as it pertains to playroom and playground.
2. To provide the student with the information and resources needed to set up a creative learning environment for preschool children.
3. To provide the student with knowledge of and experience in using the basic teaching skills appropriate to an humanistic learning environment.
4. To develop in the student the ability to write meaningful observational reports of the behavior of preschool children, and to develop an understanding of how to interpret and use these reports.

Course Objectives: The student will demonstrate through assignments, examinations, workshops, group discussions, seminars, and in-preschool assignments: --

1. the ability to evaluate the nursery school environment in terms of physical and psychological space; of equipment and materials with meet the developmental needs of the children; and in terms of cultural and personal values.
2. the ability to maintain a safe and healthy learning environment
3. a knowledge of nursery school curriculum and activities which promote optimal growth for the individual child and for the group as a whole.
4. the ability to understand and practice the child study skills of the observation and recording of child behavior
5. appropriate teaching methods for dealing positively with children which set limits and extend and expand ideas and experiences.

TEXTS

1. The Nursery School: Human Relationships and Learning, Katherine Read, Saunders, 1976

2. Observing and Recording the Behaviour of Young Children, Cohen & Stern, TC Press
3. The Day Nurseries Act, Revised Statutes of Ontario, 1970 amended to June 1976
4. Ministry Leaflets

Methodology: Lecture, assigned readings, group discussions, films, role-playing, workshops and in-preschool assignments will be used to fulfill the above objectives.

The student will write assigned observations relating to the child and his experience. (Sample form attached)

Practice teaching in the preschools and in-preschool assignments will give the student an opportunity to integrate theory and practice.

Reading cards are required for assigned background reading of books and/or articles. (Sample form below). File is to be submitted for evaluation on Dec. 11, 1978.

In order to develop an awareness of the literature relating to preschool education two books are to be chosen from the accompanying bibliography and book reviews are to be completed. 1st due date: Oct. 20, 1978; 2nd due date: Dec. 11, 1978.

A picture file and an "idea" file relating to the child's world and curriculum areas is to be begun and developed throughout the 15 weeks. Picture file to be submitted: Nov. 27, 1978; Idea file to be submitted: Dec. 4, 1978.

Note: Readings may be assigned other than those from the texts. Articles of special significance will be distributed from time to time. Students are responsible for text material, notes, and assigned articles.

Reading Card Format

File Category

Reading title, pages read if partially read

Author

Publisher, Date

A brief resume of the author's main ideas

Your assessment of the ideas, what they mean to you personally

Reference
to
other
readings

SYLLABUS

- Week 1
- A. Introduction to course
 - general expectations and responsibilities
 - reading cards
 - picture and idea file
 - grading system
 - evaluation
 - B. The Ministry, the Municipality and the Market
 - history of Day Nurseries Branch
 - the Day Nurseries Act
 - local requirements of health and fire departments
 - variety of centres for children locally
 - C. Admission procedures in Sault College Demonstration Preschool
 - Bank St. College slide presentation -- first day in school
 - D. Assignments
 - record + slide
up stairs
 - Readings: K.R. pp. 15 - 22
pp. 79 - 93
Ministry Leaflets : 1 - 8, 17

- Week 2
- A. Basic tenets in philosophy of Early Childhood Education
Basic qualities of an Early Childhood Teacher
 - B. The Child: Beginning school, separation
Film: Starting Nursery School, A pattern of beginnings *own this*
 - C. Observing and Recording
 - deportment of observer, confidentiality
 - nature of observing, types of observational reports
 - being objective, personal bias
 - using the observation form
 - observing the new child in the nursery
 - D. Assignments
 - Readings: K.R. pp 58 - 62
pp 135 - 150
 - Observation: Write a running observation of a child's first ten minutes in nursery school. Be sure to use time jottings in space provided on observation form. Remember to use descriptive, non-evaluative language.
 - Projects: K.R. p 22
Due: Week 3

- Week 3
- A. The physical environment
 - playroom, equipment and materials
 - use of space, traffic patterns
 - learning centres
 - B. The playground
 - activities and materials
 - C. Workshop with paint
 - D. Assignments:

Reading: K.R. pp. 79 - 91
Jessie Stanton Article
Ministry Leaflets: 19, 42, 44

1. Draw a plan for a playroom and adjoining playground for twenty-five (25) children. Use one sheet of graph paper for playroom and one for the playground. Show placement of learning centres and major equipment and storage areas.
List the number of playspaces in each centre.
How many choices are there per child?
How many different things to do are there in the playground?
Due: Week 4 Od 10
2. Write a one-page description of your feelings and impressions experienced during paint workshop.
Due: Week 4
3. Bring an interesting (to you) piece of fabric or paper to next class.

25 marks

- Week 4
- A. Observing and Recording
 - child's use of time
 - child's choice of materials
 - personal style
 - B. Presenting painting activities
 - process of creativity
 - creative teaching
 - developmental stages in children's art
 - C. Collage Workshop
 - D. Assignments

Readings: C & S pp 26 - 39 K.R. 269 - 272
Ministry Leaflets: 113 - 118

1. Observation: Using the sheets provided, observe one child in each of the three art stages. Due: Week 6
2. Write a one-page description of your feelings and impressions related to the collage workshop. Due: Week 5

- Week 5
- A. Presentation of collage materials to support creative use
- teacher's role in supporting use
 - found materials
 - criteria for assessing materials
 - crayon, chalk, pencil, felt pen, pastels

B. Children's art from the nurseries

C. Film: Talking pictures

own this - Carol repairing

D. Assignments

- Art Recipes
- Reprints: Criteria for Assessing Materials ✓
- Readings: Article - How to Talk to a Scribbler

- Week 6
- A. Basic Teaching Skills
- initial support for speech and action - some suggestions
 - using discipline
 - the teacher's feelings

B. Film: A Long Time to Grow, Part 1.

*order this
Can. Film Institute*

C. Midterm test

D. Assignments

Basic teaching skills.

Readings: K.R. pp. 97 - 123
Article: The Teacher is the Nursery School

Projects: K.R. p. 123, projects 1 and 2.

- Week 7
- A. Observing and Recording Continued
- descriptive language
 - value words
 - objective terms

B. Routines

- their place in nursery school, what children learn
- toileting
- eating
- resting

C. Assignments

Readings: C & S pp. 40 - 42
K.R. pp. 158 - 180
Article: Transition Times

Projects: K.R. page 180 - do 1 or 2

Due: Week 8

- Week 8
- A. Guidance
- goals
 - positive methods
 - direct, indirect guidance
 - growth enhancing, or restrictive

- B. Workshop
- clay, dough, and other plastic materials

C. Assignments

Readings: K.R. pp. 183 - 195
Ministry Leaflet - 120

10 Observation: Guidance, special form supplied, Due week 9

Week 9

A. The Teacher-Child Relationship

- authenticity
- leadership styles
- hidden curriculum
- setting limit

- B. Observing and Recording teacher-child interactions

- C. Workshop - sand, grains

D. Assignments

Readings: K.R. pp 322 - 336
C. & S. pp. 64 - 69

Projects: K.R. pp. 336 - No. 3 or 4

- Week 10
- A. Understanding Behavior
- foundations for feeling secure and confident
 - influence of adults
 - helping the child recognize feelings of self and others
 - expressing feelings in acceptable ways
 - children's needs differ
 - adults needs

- B. Dramatic play
- Role playing

- C. Film ^{or} Dramatic Play

own this

D. Assignments

Readings: K.R. pp. 277 - 301; Ministry Leaflet 18
Projects: pp. 302 - 302, Numbers 2 and 3

- Week 11 A. Feelings of Hostility
- aggressiveness and assertiveness
- clues to causes
- releasing feelings safely
- dominion play
- passive child

B. Small group problem solving

C. Art Workshop

D. Assignments

Readings: K.R. pp. 303 - 321

Articles: Aggressiveness in Children
Dominion in Children's Play

- Week 12 A. The function of play
- values
- TV and play
- as a growth process

B. Observing and Recording

C. Film Strips: on T.V.

D. Assignments

Readings: Articles - Play as a Growth Process
- Play as an Avenue of Intellectual Development
- Sesame Street: Magic or Malevolence

Projects: K.R. p. 206, No. 1 a,b,c,d, Interpret incidents

Week 13 A. Review and integrative seminar

Week 14 A. In-class essay for final grade

